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EDUCATION IN THE NETHERLANDS

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Description

A survey of the Dutch educational system in the pre-invasion period (the organization of elementary, secondary, and higher education), the occupation period (German regulation of education, youth activities, resistance youth) and the liberation period.

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SUMMARY

1. Before the war the Netherlands had a highly developed educational system provided for in the Constitution and regulated by a series of school laws. The system was supervised by the Minister of Education, Arts, and Sciences, assisted by a Council of Education.

2. The Dutch educational system was characterized by the system of equality of public and private schools, whereby the state and municipalities contributed to the support of private schools. On each level of the system separate educational facilities were provided for relatively small groups, and, consequently, Dutch education was relatively expensive.

3. The educational system was divided into elementary, secondary, and higher education. Elementary education, which was compulsory for all children between the ages of six and fourteen, was comparable to that of the American school system.

4. Secondary schools offered a somewhat more extensive program than the American high schools, because only a small proportion of the population continued their education into the colleges and universities. Instruction in the classics, the modern languages, the natural sciences, and mathematics was given in three types of schools: the gymnasia, the Hoogere Burger Schools (HBS), and the lycea. In addition there were secondary commercial schools, agricultural schools, and special schools for girls.

5. Professional training was offered in universities, colleges, and teachers' colleges. There were three state, one municipal, and two denominational universities, of which the University of Leyden was the most famous; three state and one denominational college; and twenty-two state, three municipal, and sixty-four private teachers' colleges.

6. Vocational schools, which could not properly be classified as an integral part of the regular school system, offered instruction varying from elementary to highly specialized technical training.

7. In the pre-1940 Netherlands, youth did not exert any important political influence, and because of the strong influence of the family and the church, the state exercised a minimum of control over student bodies. The only important youth organizations were recreational associations which had no political significance.

8. In their attempt to nazify Dutch education, the Germans made several changes and additions. Among these were: (1) the founding of new schools based on German models; (2) the centralization of authority in the hands of Dutch collaborationists, (3) the regulation of the content of education, and (4) the establishment of Nazi-sponsored NSB educational organizations.

9. Under the German occupation all youth organizations were liquidated except the National-Socialist National Youth Storm, which received full governmental support. Although it offered many inducements to membership, it did not become popular.

10. Resistance of Dutch youth against the Germans has been strong. Many university students refused to collaborate and were deported or forced to go into hiding. Consequently, higher education practically came to a standstill.

11. Dutch youth in the post-war period will probably not be a serious problem. Family and church influence has remained strong. The unpopular Nazi-sponsored youth organization will automatically end with the liberation. The passing of control over the Dutch educational system into the hands of patriotic Dutchmen and the abolition of German innovations will largely restore the pre-war Dutch educational system.

EDUCATION IN THE NETHERLANDS

I. PRE-INVASION PERIOD

A. The Dutch Educational System.

The Netherlands has always held a prominent place among the nations of Europe in the sphere of education. The Constitution provided that "education be the object of continuous care of the government" and required the Crown to make a yearly report to Parliament on the state of education in the country. The Netherlands was one of the first European countries to centralize its educational system under a series of school laws, the first of which was included in the Constitution of the Batavian Republic of 1798. The secondary and higher educational systems were established by legislation enacted in 1863 and 1876. A law of 1900 made education compulsory for children between six and fourteen years of age, and a program of vocational education was put into effect in 1919. The law of 1920 providing for equal state and municipal financial support for public and private elementary education was especially important because it reorganized the structure of the entire educational system. This step was made possible by a constitutional revision in 1917 which resolved one of the long-standing major issues of Dutch politics.

The liberal and leftist parties opposed the financial equalization because it channelled state moneys into the network of sectarian elementary schools instead of eliminating these from the educational scene. The Catholic party and the two major Protestant parties favored it. Finally, a compromise was arrived at by which the sectarian conservative parties agreed to support the proposed constitutional revision giving suffrage to women if the anti-clerical liberals and leftists would accept the educational reform. As neither side had the two-thirds majority in Parliament necessary to enact a

constitutional revision, this compromise made the revision possible. Since that time, education has no longer been an issue in Dutch politics.

In 1932, 20 percent of the total state budget was spent for education. From 1933 to 1940 the percentage was slightly less because of the economic depression and later because of increased defense preparations. It is likely that the financial equalization of private and public education made the Dutch educational system comparatively more expensive than that of other countries, since separate educational facilities had to be provided for relatively small groups. Teachers' salaries in both public and private schools were paid by the state, and operational costs were defrayed by the municipalities. Private elementary schools were completely reimbursed from public funds for their regular program, but they financed activities (i.e., especially sectarian studies) not required by law from private funds. Private high schools were 80 percent subsidized. All educational expenses were paid by the state and municipalities from their regular income and formed part of the regular budget approved by Parliament and the municipal councils. Only a small part of the costs was paid from school fees. Private universities were not subsidized by the state, but from time to time obtained small grants for special research projects.

The Dutch educational system was supervised by the Minister of Education, Arts, and Sciences, assisted by a Council of Education composed of at least fifteen members. Under the Minister and his Council, separate departments existed for the administration of the different types of educational institutions. The educational system was organized on three main levels: elementary, secondary, and higher education. There was a considerable variety of schools on

each of the three levels, offering programs adapted to the needs of different groups. In addition, there were a large number of kindergartens, not closely integrated with the general educational system, and a number of vocational schools, which cannot be classified in any one of the three levels.

1. Kindergartens. There was a large number of kindergartens in the Netherlands; most of them were private and received neither financial support nor extensive supervision from the state or the municipalities. Such regulation as did exist for the public and private kindergartens was limited to general matters, such as sanitation, and did not concern the program of instruction. In 1939 there were only 227 public kindergartens with an enrollment of 31,560 pupils as compared with 2,101 private kindergartens with 181,778 pupils. Most of these schools were organized by associations, about two-thirds of them operated under denominational control (1,620 of the 2,101 schools). Nearly all kindergartens in the Netherlands were progressive; 85 percent followed the Froebel method and 15 percent the Montessori method. There was no minimum age requirement, but most children between the ages of three and six attended either public or private kindergartens.

2. Elementary Education. Since 1900, elementary education has been compulsory for all children between the ages of six and fourteen. Instruction was given in public or private schools, or, in extraordinary circumstances, by special permission at home. The main subjects taught were reading, writing, arithmetic, geography, history, and French. Although two hours of calisthenics were required each week, little stress was placed on physical education. Classes were usually conducted six days a week, three hours in the morning, and two hours in the afternoon, with a half-holiday

on Wednesdays and Saturdays. The school year started in the first week of September and ended around the fifteenth of July, with short holidays at Christmas, Easter, and Whitsuntide.

a. Public Schools. Almost all public schools were co-educational, and pupils were admitted without religious discrimination.

The administration of the elementary school system was under the supervision of the Minister of Education, who delegated his powers to three chief inspectors, forty-nine inspectors, and a large number of school supervisors, at least one of whom was appointed for each municipality. Control was effected primarily through inspections by the supervisors. They visited all schools regularly, conferred with the principal and the teachers, and examined the pupils. A large amount of freedom was left to the principal of the school and his assistants in the selection of textbooks and methods of teaching, but the curriculum was prescribed by the elementary school law. A supervisor reported teachers or schools not meeting state standards to his inspector, who in turn made a report to the Ministry of Education. This report was referred to the supervisory municipal commission made up of members of the Municipal Council of each town. This commission investigated the charges and in extreme cases could dismiss personnel. Only when the municipal commissions failed to act would the state intervene. Local jurisdiction over the teaching personnel was given to the Municipal Council because the municipality appointed the teachers and paid their salaries as the agent for the state. All other expenses involved in the operation of the schools, including the erection and maintenance of buildings and the procurement of teaching materials were borne by the

municipalities. They collected small fees from the parents of the pupils in proportion to their income, but the total amount received was small in comparison with the total costs. In 1938 there were 2,564 public elementary schools in the Netherlands with an enrollment of 357,126.

b. Private Schools. There was no difference in educational standards between the public and private schools. The latter, too, were under strict state supervision and their course of study was prescribed by the state. Most of these schools taught additional subjects, however, and organized extra-curricular activities not offered in the public schools. For these activities they were not reimbursed by the state or municipality. The greater number of private schools were established by denominational groups to provide their children with instruction in keeping with their religious beliefs, and to insure the appointment of teachers of their own religious backgrounds. In addition, some non-sectarian groups set up separate schools for various reasons. Some of these wanted their children to attend more elaborately equipped schools than the municipal ones; others preferred special teaching methods, such as the Montessori method; and still others wanted to send their children to schools of a particular political affiliation. There was only a small number of such non-sectarian private schools.

Requirements for establishing a private elementary school were relatively simple. Any religious institution or other incorporated association could apply to the municipal council for permission to establish a private school. When the municipality received a guarantee of enrollment of at least fifty students and the corporation had deposited 15 percent of all expenses as a warrant of good faith, the municipality was required by national law to erect and equip a building even if other municipal school facilities existed.

As in the municipal school system, the state was required by law to pay the salaries of the teaching staff and in return received the regular school fees.

The extent of the private school system in the Netherlands is indicated by the fact that in 1938 there were 4,416 private elementary schools with 785,450 pupils, more than twice the enrollment of the public elementary schools. Of these, 2,396 were maintained by the Roman Catholic Church, 1,903 by the Protestant groups, and 117 by non-religious organizations. Nearly all elementary private schools except those maintained by the Catholic Church were co-educational.

c. Special Elementary Schools. In addition to the regular public and private elementary schools there were a number of elementary schools, both public and private, offering instruction to physically handicapped or psychologically abnormal children. In the rural districts there were also some schools which included agriculture in the curriculum. Supervision of special schools was organized along the same lines as in the regular elementary schools.

d. Higher Elementary Schools. There was a large number of schools in Holland, which could be properly classified neither as being on the elementary level nor on the secondary level. Actually, they were continuation schools organized much like the regular elementary schools. Pupils who had finished the elementary school, but had neither time nor money to go to regular secondary schools, attended these schools for two or three years to obtain further education. In addition to elementary subjects they offered instruction in French, English, or German, in some commercial subjects such as bookkeeping or typing, or in manual training. Although these schools were inspected regularly, the course of study was less strictly supervised than that of the regular elementary

schools. In 1938 there were 3,734 higher elementary schools with an enrollment of 99,582; of these 1,764 were public schools, 1,142 Roman Catholic, 1,015 Protestant, and 113 non-sectarian.

c. Teachers in Elementary Schools. All teachers in elementary schools had to meet certain educational requirements and had to have a certificate of good conduct for appointment to posts in the elementary school system. They were appointed by the municipal council. The law specified the number of teachers to be furnished for every school, requiring about one teacher for every forty pupils. The principal was usually an experienced teacher, at least twenty-six years of age. No teacher was permitted to engage in any other occupation or profession while teaching. Salaries paid to teachers in elementary schools were generally low and their position in Dutch society, although higher than that of laborers, was rather humble. In small villages, however, the position of a teacher was held in considerable respect.

3. Secondary Education. Secondary education was provided for all Dutch young people between twelve and twenty years of age who had successfully completed the elementary school program. Although secondary education was not compulsory, in each year the number of students attending secondary schools increased.

The administration of secondary schools was supervised by the Minister of Education under provisions very much like those regulating elementary schools. State control was in the hands of inspectors, functioning under the Minister of Education, but there were no local supervisors. The Municipal Council of each community appointed a commission to supervise the public secondary schools and, in addition, a special commission of five members for each gymnasium. Public

secondary schools were financed by the state in cooperation with the municipalities, but private secondary schools were reimbursed for only 80 percent of their total expenses. The curricula of all types of secondary schools were prescribed by the Ministry of Education and the teaching methods were carefully supervised. All examinations were prepared and conducted by the state authorities. With the exception of the Roman Catholic institutions and a number of special schools for girls, almost all secondary schools were co-educational. Only about 25 percent of the students, however, were girls.

a. Regular Secondary Schools. The most important types of secondary schools were the following:

i. Gymnasia. These schools prepared their pupils especially for university study, offering a six year course in the classics, modern languages, and sciences. After the first four years, students could major either in sciences or in the classics. The gymnasia provided rigorous intellectual training and devoted little time to physical education. Graduates were admitted to most universities without examination. Before the war there were fifty-two gymnasia in the Netherlands with an enrollment of 9,191 students. Of these, thirty-three were administered by the municipalities, twelve by the Roman Catholic Church, and seven by Protestant bodies.

ii. Hoogere Burger School (HBS). The HBS stressed modern languages. Most of them gave their pupils the choice of majoring in the natural sciences, primarily in mathematics, physics, or chemistry; or in commercial subjects including modern languages, bookkeeping, typing, and shorthand. The regular course lasted five years but a number of schools gave a reduced course lasting only three years. Graduates

majoring in the sciences were admitted to the universities and those majoring in commercial subjects to the commercial colleges. In 1938 there were 136 H.B.S. with 31,660 students. Of these 48 were operated by the state, 45 by private groups, and 43 by municipalities.

iii. Lycea. The program of the lycea combined features of the gymnasia and the HBS. After a two-year course in general subjects, including modern languages and elementary science and Latin, the pupils could major for four years in the classics, the sciences, or in commercial subjects. In 1938 there were fifty-six lycea with 15,158 pupils. Twenty were operated by the Roman Catholic Church, fourteen by non-sectarian groups, eleven by the Protestant Churches, ten by municipalities, and one by the State.

iv. Commercial Schools. The commercial schools gave a three to five year course including bookkeeping, elementary economics, business correspondence in the modern languages, typing, and shorthand. Graduates of the full course were eligible to attend the commercial colleges, but most of them went immediately into business after graduation. In 1938 there were twenty-one commercial schools with an enrollment of 2,343. Six of these were operated by the municipalities and fifteen by private groups.

v. Secondary Agricultural Schools. In view of the fact that a large proportion of the population of the Netherlands was engaged in agriculture, it was natural that on every educational level there should be schools specializing in agricultural subjects. In 1939 there were three state secondary agricultural schools: the Agricultural School at Groningen, with a two-and-a-half year course including general secondary subjects as well as agricultural

subjects; the Colonial Agricultural School at Deventer, specializing in tropical agriculture; and the Government Dairy School at Bolsward. This last school gave a three-year course of general subjects and subjects preparing the pupils for becoming dairy-specialists. The entrance requirement for each school was graduation from an elementary school. Total enrollment in 1939 was 525. There were two regular private secondary agricultural schools, giving the same type of course as the state agricultural schools, with a total enrollment in 1939 of 107.

In addition there were numerous agricultural schools on the secondary level, which were open only in midwinter, so that the pupils might spend the rest of the year working on the farms. Their courses were limited to agricultural subjects. In 1939 there were 29 such schools, with a total enrollment of 1,624.

vi. Schools for Girls. There were only 22 schools for girls only in the Netherlands with 3,341 pupils in 1939. With a few exceptions they were on a lower scholastic level than the co-educational secondary schools. In addition to the general subjects offered in the secondary schools, the girls' schools taught commercial subjects and a few special courses in domestic science. Ten were operated by the municipalities, nine by the Roman Catholic Church, and three by non-sectarian groups.

4. Higher Education. Comparatively few young people in the Netherlands went to the university to complete their general education. Under the Dutch system, unlike that of the United States, liberal education was completed in the secondary schools. Only students wanting to specialize in an academic subject or to receive professional training went to institutions of higher education. Many skilled trades and professions required a university degree and, consequently,

most institutions of higher education offered a considerable variety of courses. The only official entrance requirement to a university or professional institution was that the candidate for admission must have either a graduation certificate from an accredited secondary school or a satisfactory grade on the state entrance examination.

There were three types of institutions offering advanced training, the universities, the colleges, and teacher training schools.

a. Universities. The importance of universities in Dutch life went far beyond their direct teaching. Because they formed centers of cultural life, universities were far more important than the other institutions of higher education. The universities received most of their students from the gymnasia, the lycea, and the HBS.

The national government supported three universities, Leyden, Utrecht, and Groningen. Each institution was governed by a board (College van Curatoren) of from three to five members, appointed by the Queen on the advice of the Minister of Education, and presided over by a President-curator. These boards, with the assistance of paid secretaries, administered the universities, and made yearly reports to the Minister of Education, including proposed budgets for the next calendar year. In addition, the professors of each university formed a board called the "Senate," which was presided over by a member of the faculty designated as rector magnificus and chosen annually by the Queen from a list of three nominations. The "Senate" was responsible for the order and discipline of the students and conferred with the College van Curatoren on all educational questions.

Professors were appointed and discharged by the Queen on the advice of the "Senate" of the university concerned. Each

department of the university elected its own chairman who served for four years.

The enrollments of the state-supported institutions and the departments offering instruction are listed on the following page in Table I.

In addition to the state universities there were two denominational universities and one municipal university. The municipal university was in Amsterdam and was organized along lines similar to those of the state universities, but was financed by the city of Amsterdam. The College van Curatoren consisted of two appointees of the Crown and three members appointed by the Municipal Council of Amsterdam; the mayor of Amsterdam was ex-officio President-curator. The enrollment of the municipal university of Amsterdam and the departments offering instruction are listed in Table I.

The denominational universities were The Free University at Amsterdam, supported by the Dutch Reformed Church, and the Roman Catholic University at Nijmegen. These universities were governed by boards of curators of five members, two appointed by the Crown and three by the church foundations. The enrollments of the denominational universities and the departments offering instruction are listed in Table I.

Table 1. TOTAL ENROLLMENT OF DUTCH UNIVERSITIES AND COLLEGES IN 1938-39 LISTED BY DEPARTMENTS

Category	Theology	Law	Medicine	Science	Philosophy and literature	Economics	Veterinary medicine	Total
Universities								
State								
Leyden	135	420	922	412	473			2,362
Utrecht	253	227	922	412	259		124	2,197
Groningen	86	115	477	187	65			930
Municipal								
Amsterdam	41	302	1,015	461	314	257		2,390
Denominational								
Free University (Protestant, Amsterdam)	248	202	10	88	99			647
Nijmegen (Roman Catholic)	66	168			182			416
Total university enrollment	829	1,434	3,346	1,560	1,392	257	124	8,942
Colleges								
State								
Delft (technical)								1,911
Wageningen (agricultural)								462
Rotterdam (commercial)								576
Denominational								
Tilburg (Roman Catholic commercial)								250
Total college enrollment								3,199
Total student enrollment universities and colleges 1938-39								12,141

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Although the six universities offered instruction in the same five departments, Theology, Law, Medicine, Science, and Philosophy-Literature, their programs differed somewhat as to content and method of instruction. In all the universities, however, students had considerable freedom in selecting their courses. Attendance was obligatory at a few lectures only, and the only requirement for receiving credit in a course was that students should be able to pass the required examinations. In the departments of Medicine and Sciences, a certain amount of laboratory work was required. The universities had uniform standards for examinations in the different departments. A short description of the departments and the required examinations in each field are given below:

i. Theology. The first examination was called the "candidate's" examination and covered the history of religion, exegesis, Hebrew and ancient Christian literature, and the history of Christianity. The second examination was called the "doctoral" examination and could be taken in literature, history, or philosophy.

ii. Law. For the "candidate's" examination, knowledge of South African and Netherlands jurisprudence was required. In addition, the student could elect to be examined in political history, criminology, economics, or statistics. The "doctoral" examination, for the degree of "Master of Law," required a specialized study of Dutch law and a selection from a large group of legal, sociological, and economic subjects.

iii. Medicine. The passing of three examinations was required for the practice of Medicine. The "candidate's" examination included physics, chemistry, biology, physiology, and general pathology. The "doctoral" covered pathological

anatomy, hygiene, pharmaceutics, special pathology and therapeutics, psychopathology, general medicinal practice and gynecology. The third examination was called the "physicians examination" and was divided into medical, surgical, and gynecological sections, comprising special pathology and therapeutics, child therapeutics, psychiatry, pharmaceutics, surgery, and gynecology. A period of internship was required before the third examination.

iv. Science. The "candidate's" examination was a general one in the student's major subjects. The "doctoral" examination was a more specialized one given in one of the following subjects: mathematics, physics, chemistry, theoretical mechanics, geology, mineralogy, astronomy, botany, or zoology.

v. Philosophy and Literature. In this department the "candidate's" and "doctoral" examinations were held in philology and literature, history, or philosophy. Degrees in Philology and Literature were conferred in the classics, and in the Dutch, Romance, Germanic, Slavic, Semitic, Indo-Iranian, and Chinese-Japanese fields. The historical group included Netherlands and general history, civics, and the history of art and archaeology. The philosophical group included the theory of knowledge, metaphysics and systematic philosophy, psychology and pedagogy.

To obtain the doctor's degree in any of these fields each candidate was required in addition to the "candidate's" and "doctoral" examinations, to write a thesis in his major subject and defend it in a public examination before the faculty. Completion of work for the doctorate usually took about six years.

In addition to the regular departments, the University of Utrecht had a veterinary school, the University of Leyden a special school for training civil administrators for the

Dutch East Indies, and the University of Amsterdam an economics department. Students in these departments had to pass the same type of examinations as in the regular departments.

b. Colleges. There were three state colleges and one denominational college in the Netherlands. The most important of these was the Technical College at Delft. It was financed completely by the state and organized along the same lines as the state universities. Administration was in the hands of the College van Curatoren, and internal discipline was maintained by the "Senate." The college offered instruction in general science, road and hydraulic engineering, civil engineering, mechanical and electro-technical engineering and shipbuilding, chemical technology and mining. As in the universities, the students were required to take two examinations and to write a thesis. After having fulfilled these requirements, they received the degree of Ingenieur. The enrollment at Delft in 1938-39 was 1,911.

There was also an Agricultural College at Wageningen, which was administered like the universities and offered degrees in agricultural engineering and forestry engineering. Graduates received the degree of Landbouwkundig Ingenieur (Agricultural Engineer). The enrollment in 1938-39 was 462.

The third state college was the Economic College in Rotterdam, which specialized in general economic sciences, accountancy, and in training for the consular services. Graduates received the degree of "Doctor in the Economic Sciences." Enrollment in 1938-39 was 576.

The only denominational college was the Roman Catholic Economic College at Tilburg. Its official aim was "to give, in the spirit of the Roman Catholic Church, a thorough training

in the commercial and allied subjects." The enrollment in 1938-39 was 250.

c. Teachers' Colleges. In the Netherlands only elementary school teachers were trained in special institutions. Secondary school teachers (called instructors) were required to hold university degrees in their fields or to have passed one of two special state examinations. The first of these, "Examination A," qualified the graduate to teach in the lowest three grades of the secondary schools, while "Examination B" qualified him to teach in all classes of the secondary schools.

Elementary teachers' colleges, called Kweekscholen, were numerous in the Netherlands. They admitted students who had completed three years of secondary school. The successful completion of the four- or five-year course qualified the graduate to teach in an elementary school. Instruction was given in Dutch, French, English, mathematics, history, civics, geography, nature study, psychology, and pedagogy. After a year and a half of teaching experience, the graduates were eligible to return to their original school to take the headmaster's examination. This was a more intensive examination than the final examinations for a teaching certificate, though covering the same subjects; it stressed psychology, pedagogy, and the history of education.

State teachers' colleges were financed by the state and by the municipality concerned. Private teachers' colleges, which could be founded by any corporation with the permission of the Minister of Education, were also financed by the state and the municipalities. In private normal schools, however, all activities not required by the Ministry of Education were provided by the organizing corporation. All students paid a small fee, in the state-supported institutions

to the state and in all other schools to the municipality. The supervision of the teachers' college system, private or public, was in the hands of the regular elementary school supervisors.

In 1939 there were twenty-two state teachers' colleges having 1,317 students, three municipal teachers' colleges with 283 students, and sixty-four private teachers' colleges with 5,276 students. Of the private schools forty were Roman Catholic, twenty-two Protestant, and two non-sectarian.

The Physical Culture Academy, located at Amsterdam, was the only school for training teachers of physical education. It was supervised by the Ministry of Education.

d. Student Life. Intramural activities of the students at the universities and the colleges did not come under the supervision of the university authorities. Since no university maintained dormitories, social life did not center on the campus, but was built around social clubs, known as "student corps." They were relatively expensive organizations which provided all types of sports, dramatics, and a variety of social activities. There were other less expensive student clubs, but they never gained the prominence of the corps. The activities of these organizations were almost entirely limited to university life; they did not play a role in Dutch politics.

Politics was not regarded as a concern of the university. Meetings of a conservative or radical kind were freely permitted but were never held in university buildings. Since a very large percentage of students were under voting age (for municipal elections the voting age was twenty-three, and for parliamentary elections twenty-five), no attempt was made to exert political pressure on them.

5. Vocational Education. Vocational schools in the Netherlands could not properly be classified as an integral part of the regular school system. They varied greatly as to size, type, and scholastic standards. Some offered instruction on an elementary level and others gave highly specialized technical training which compared favorably with that given at the universities. There were no standardized programs for these schools, and every institution set its own entrance and graduation requirements. For schools granting diplomas officially recognized by the government, however, the Minister of Education prescribed the curricula and the lesson schedules. The Ministry of Education exercised a certain degree of supervisionover the vocational schools through an inspector general and several inspectors of vocational education.

Vocational education was divided into two general types: One type included the elementary vocational schools offering training in: (1) commercial and fine arts; (2) handicrafts; (3) fishery operation and inland shipping; (4) domestic service, agriculture, women's trades, and social service; and (5) special subjects.

The other type comprised secondary vocational schools offering training in: (1) technical aid and industrial subjects; (2) commercial arts and artistic handicraft; (3) mining; (4) navigation and marine engineering; (5) domestic service, agronomy, women's trades, and social work; (6) training for vocational instructors; and (7) special subjects.

Special places in the vocational school system were filled by the Academy of Fine Arts and the two military academies. The Academy of Fine Arts at Amsterdam, an institution of high standing offering courses in nearly all branches of art, was under the direct supervision of the

Minister of Education. Of the military academies, one, preparing for the Army, was at Breda, and the other, for the Navy, at Den Helder. Only graduates of the higher types of secondary schools were admitted to the six-year course at the academies. Graduates of the academy at Breda were commissioned second lieutenants and those of Den Helder received commissions as ensigns. The military academies were supervised by the Minister of Defense.

In 1939 there were 732 officially recognized vocational schools with a total enrollment of 161,354. The number of small unofficial vocational schools was much larger, but no exact figures are available.

B. Youth Activities and Organizations.

In the pre-war Netherlands, youth did not exercise any important political influence. There were no powerful youth organizations through which the opinion of younger people was marshalled to exert political pressure.

Family loyalty was the chief factor in the lives of most young people. Even during their formal education, the State exercised a minimum of influence, largely because the role of the churches in education was much greater in Holland than in many other countries. The family likewise continued to exert considerable influence during this period because practically all Dutch young people lived at home while attending school. Boarding schools were non-existent and no important university provided dormitories or other housing units for its students.

Like the rest of the Dutch population, young people considered themselves individualistic and disliked regimentation. For this reason youth associations, before the occupation, were for the most part loosely organized for distinctly non-military purposes. Since the invasion, groups

established by political parties or by the invaders have been singularly ineffective. Young people have, however, taken a prominent part in resistance activities designed to undermine the morale of the occupying authorities and to obstruct their program.

Supervision of all matters pertaining to youth was in the hands of a Central Youth Council which functioned under the Minister of Arts, Education, and Sciences, assisted by a Catholic Youth Council and the Netherlands Youth Leaders' Institute. The task of these councils was mainly advisory, since youth activities were supervised by independent associations operating without direct government support or control. Only in the case of the mentally deficient did the state assume direct responsibility. Juvenile delinquency was no serious problem, and the few offenders coming before juvenile courts were usually committed to state probationary institutions under the control of the State Council. Often private institutions financed by charitable organizations actually provided the care for juvenile delinquents and orphans, but the state maintained supervisory control over them.

No special social legislation existed except the regulation prohibiting the employment of children under fourteen years of age and restricting that of youths between fourteen and eighteen. No special youth relief program was in existence. There were no military schools in the Netherlands except the two professional military academies. A limited number of young men were called up at the age of twenty for a year's military service.

Youth groups in the Netherlands were mainly recreational societies. The larger political parties had youth affiliations, but the total membership of all political youth organizations

was small and the influence they exercised was negligible. The only political youth organization of any size was the Arbeiders Jeugd Centrale (Labor Youth Center), which was an affiliation of the Social Democratic party.

The largest youth organization was that of the Boy Scouts, which had about 20,000 members in 1937, and the second largest was probably the Dutch branch of the YMCA. Aside from these, there were a large number of athletic clubs interested in soccer, swimming, tennis, and basketball. In Holland these societies were especially important because the schools organized only a limited number of sports and most clubs were independent of the educational system.

II. OCCUPATION PERIOD

A. Introduction.

The Germans, realizing that a conversion of the Netherlands youth to National Socialism would be a victory of great importance, used every means to win the young people to their cause. Their only accomplishment, however, was to bring the school system under closer governmental control and to replace important educational leaders and some loyal teachers with National Socialists.

B. German Regulation of Education.

During the first year of occupation, the Nazis left the Dutch school system practically untouched. The only administrative change occurred in November 1940, when the Department of Education, Arts, and Sciences was divided into two departments -- one for Public Enlightenment and Arts, and one for Education, Sciences, and the Protection of Culture. The latter department was placed under the leadership of J. van Dam, a collaborationist. As long, however, as the anti-German elements in the administration and teaching personnel were not removed, the educational system continued as a bulwark of Dutch loyalty. Consequently, the collaborationist ministry attempted a complete nazification of the entire system. Four methods were employed: (1) Schools based on the German model were founded, particularly for the children of German nationals in the Netherlands and for the children of Dutch Nazis; (2) official decrees were issued for the nazification of the Dutch educational system; (3) the content of education was regulated by decrees; and (4) Nazi-sponsored NSB educational organizations were established.

1. Schools Based on the German Educational System in the Netherlands. In 1941 a Netherlands Institution for Folk Education (NIVO) was founded to provide boarding schools for the

education of "healthy Germanic boys between 12 and 16." Graduates from these schools were qualified to enter the Dutch universities or the Langemarck Stadium in Germany. The teachers and pupils wore uniforms, and the schools came under the jurisdiction of a special section of the Department of Education.

In September 1942 German Reichschulen were opened in Holland, modeled on the German National Socialist educational establishments which corresponded to the former Prussian cadet schools. These schools, which admitted both Dutch and German students, were organized "to provide political leaders for the Greater Germanic Commonwealth of the New Europe."

2. Reorganization of the Dutch Educational System. Early in 1941 the new Ministry tightened its control over the educational system by a thorough reorganization of administrative procedures. By a decree of 9 April 1941 it divested the municipal authorities and private school boards of the power to appoint teachers and other personnel. Instead, all appointments were to be made by the Secretary General of Education from a list of three candidates submitted by the municipal authorities and the local school boards. If the Secretary General disapproved of the recommendations, he could request a new list, and if the second list met with his disapproval, he had the power to appoint a candidate of his own choice. Furthermore, no one could be dismissed from a teaching post without the consent of the Secretary General. Private schools were more closely regimented by a decree of 28 July 1941, which made the continuation of state subsidies dependent on a much stricter state control.

Higher education was placed under more rigid governmental supervision by a decree issued on 16 August 1941

providing for an increased centralization of authority. In the case of universities which refused to collaborate voluntarily, power was granted to the Secretary General of Education to transfer authority invested in the President-curator and the College van Curatoren (President and Board of Governors) to the President alone. The latter was empowered to make any regulations he deemed necessary to insure compliance with governmental regulations. The Secretary General was also given the power to dismiss the president of any university and to appoint a successor.

In December 1941 the chief school inspector of the Province of Gelderland was dismissed and a member of the Dutch Nazi Party (NSB) appointed in his place, the first member of the NSB to be appointed to an important post in the Dutch school system. Many such appointments followed, and by March 1943 ten of the forty-nine regional inspectorates were headed by members of the NSB.

The centralization of authority over the entire Dutch educational system in the hands of the Secretary General of Education was made virtually complete by a series of decrees issued simultaneously on 10 January 1942. The first one permitted the transfer to other colleges of teachers and professors from schools and universities which had been closed. The second decree opened the way for the direct appointment or dismissal of teaching personnel by the Secretary General without a previous recommendation from the municipality or board of governors. The Secretary General delegated this authority to a deputy who was assisted by an advisory council. The first deputy to be appointed under the new regulations was an NSB member named Noordijk.

After these major changes had been instituted, only supplementary regulations were necessary. Thus on 27 August 1942 a compulsory eighth year of education was introduced, and German was made a required subject in secondary schools.

On 15 November 1942 the appointment of teaching personnel was brought under even more rigid Nazi control, and in February 1943 education at home was no longer permitted except for sick children. Private schools were threatened with the loss of their state subsidies if they did not devote more time to the "problems of the new times," and in November 1942 subsidies were actually taken away from thirteen Teachers' Training Schools.

A final step to insure the complete domination of education by National Socialist scholars was taken by requiring all students over eighteen to do six months' labor service and to sign a declaration of loyalty to the German occupation authorities before entering the university.

3. Changes in the Content of Education. The Nazis changed the curricula of all educational institutions. Educational standards were lowered. The number of hours devoted to physical culture and the German language was increased, but requirements in the sciences were decreased. History books were changed; certain chapters were deleted, and others altered to make them agree with National Socialist views. In many schools the history of National Socialism was introduced as a separate study.

4. NSB Educational Organizations. Educational associations affiliated with the Nationaal Socialistische Beweging (NSB) assisted in the plan to nazify Dutch education. In the personal cabinet of Mussert, the NSB leader, there was a special delegate for "education" (originally Dr. R. van Genechten, and after his resignation Professor J. Jeswiet). An NSB Educational Front and a Student Front was also established.

C. Youth Activities (excluding education).

The aim of the German authorities was to obtain as complete a control over Dutch youth as possible and to bring every youth activity under direct supervision. Not only were

all political youth organizations forbidden but independent organizations like the Boy Scouts and the YMCA were disbanded or brought under strict state control. The influence of the family and the church were constantly under attack.

The National Socialist youth organization, National Youth Storm was the only organization granted permission to continue its activities. It was given the property of all former youth organizations, and was the only group in the Netherlands offering a program of sports and recreation to young people. Although it tried to induce young people to become members by providing them with better clothes and by offering them trips throughout German-controlled Europe, it never became popular. At the end of 1943, it was estimated to have only 20,000 members at the most out of a total of over a million young people under 21 years of age.

Direct state intervention was limited to establishing labor service for every young Dutchman after his eighteenth birthday.

D. Resistance Youth.

The Germans probably experienced more difficulty in their efforts to nazify Dutch youth than in any other group in the occupied Netherlands. From the beginning of the occupation, guerrilla warfare on a small scale went on between the young Dutchmen and the Germans. Dutch youths devised many schemes to irritate the Germans, to undermine their morale, and to harm their cause.

In the educational system opposition to the infiltration of Nazi ideas was strong. Although the Germans had replaced the leaders in the Departments of Education with collaborationists in 1940, they still complained in 1944 that the department was sabotaging all efforts to nazify Dutch education. The order removing Jewish students and the changes in curriculum caused disturbances. The Germans were unable

to find a sufficient number of teachers in agreement with their principles to replace loyal Dutchmen; consequently, many patriotic teachers remained at their posts. The most vigorous resistance, however, occurred in university circles. As early as October 1940 serious disturbances broke out at the University of Leyden, and shortly thereafter the Germans were forced to close it. In 1943 the denominational universities were closed because of their unwillingness to collaborate. The worst blow to higher education in the Netherlands came, however, with the decree previously referred to, which compelled all students to perform labor service and required them to sign a declaration of loyalty. Only 15 percent of the students were willing to sign this declaration, and the rest had the choice of working in Germany or going into hiding. Since that time regular university life has been virtually non-existent. In vain educational authorities asked the Germans to rescind this decree. The State Commercial College of Rotterdam closed voluntarily; in other universities classes continued on a reduced scale, and many professors were no longer willing to teach. Students who went into hiding formed an active body of resistance which expressed itself through the underground newspaper, De Geus. It is said that they not only organized many resistance activities but continued their studies. Many professors were said to be holding secret classes and to be conducting regular examinations for students in hiding.

III. LIBERATION PERIOD

Dutch youth is not likely to form a serious problem at the time of liberation. The influence of the family and the church has remained strong, and only a small number of Dutch young people have accepted Nazi ideas. These few will, of course, require watching and re-education. The great majority, however, are still loyal to the Dutch government and are thoroughly democratic in spirit. Former youth organizations will, no doubt, be quickly restored, and with the dissolution of the National Youth Storm their property will be returned to them. During the first few years, however, youth may require closer supervision than has been necessary in the past, and widespread unemployment of young people might lead to general unrest. The liquidation of German schools, the dismissal of Nazi teachers, and the restoration of the old curriculum will probably be sufficient to re-establish the pre-war educational system.